

LEWISVILLE ELEMENTARY

4006 Lewisville High School Road
Richburg, SC 29729

GRADES PK-5 Elementary School

ENROLLMENT 621 Students

PRINCIPAL Patricia M. Hensley 803-789-5164

SUPERINTENDENT Dr. Barry E. Campbell 803-385-6122

BOARD CHAIR Mrs. Denise C. Lawson 803-581-6224

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
11	64	15	1	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Average	N/A
2003	Average	Unsatisfactory	No
2004	Good	Unsatisfactory	Yes

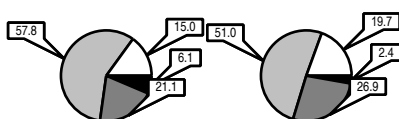
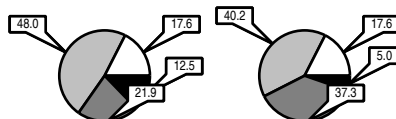
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

65.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	315	99.7	19.7	50.8	26.8	2.7	45.1	Yes	Yes
Gender									
Male	178	100.0	22.4	53.9	21.2	2.4	38.2		
Female	137	99.3	16.2	46.9	33.8	3.1	53.8		
Racial/Ethnic Group									
White	212	99.5	18.3	47.7	31.5	2.5	48.2	Yes	Yes
African-American	91	100.0	24.1	57.5	14.9	3.4	37.9	Yes	Yes
Asian/Pacific Islanders	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	291	99.7	18.9	50.9	28.0	2.2	46.5		
Disabled	24	100.0	30.0	50.0	10.0	10.0	25.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	315	99.7	19.7	50.8	26.8	2.7	45.1		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	314	99.7	19.7	50.8	26.8	2.7	45.1		
Socio-Economic Status									
Subsidized meals	162	99.4	26.4	53.4	18.9	1.4	34.5	Yes	Yes
Full-pay meals	153	100.0	12.9	48.3	34.7	4.1	55.8		

Mathematics - State Performance Objective = 15.5%									
All Students	315	99.7	14.9	58.0	21.0	6.1	46.1	Yes	Yes
Gender									
Male	178	100.0	15.8	58.8	20.6	4.8	44.2		
Female	137	99.3	13.8	56.9	21.5	7.7	48.5		
Racial/Ethnic Group									
White	212	99.5	12.2	55.8	24.4	7.6	52.8	Yes	Yes
African-American	91	100.0	20.7	63.2	13.8	2.3	31.0	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	291	99.7	12.7	58.9	22.2	6.2	48.4		
Disabled	24	100.0	45.0	45.0	5.0	5.0	15.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	315	99.7	14.9	58.0	21.0	6.1	46.1		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	314	99.7	14.9	58.0	21.0	6.1	46.1		
Socio-Economic Status									
Subsidized meals	162	99.4	18.9	58.8	19.6	2.7	41.2	Yes	Yes
Full-pay meals	153	100.0	10.9	57.1	22.4	9.5	51.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	100	100.0	26.6	41.5	27.7	4.3	31.9
	Grade 4	110	98.2	27.9	51.9	19.2	1.0	20.2
	Grade 5	130	100.0	55.2	40.0	4.8	N/A	4.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	105	100.0	12.5	39.4	42.3	5.8	48.1
	Grade 4	102	99.0	20.4	54.1	25.5	N/A	25.5
	Grade 5	108	100.0	27.8	56.5	14.8	0.9	15.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	100	100.0	17.0	57.4	21.3	4.3	25.5
	Grade 4	110	100.0	17.9	56.6	18.9	6.6	25.5
	Grade 5	130	100.0	43.2	48.8	6.4	1.6	8.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	105	100.0	6.7	63.5	24.0	5.8	29.8
	Grade 4	102	99.0	20.4	50.0	22.4	7.1	29.6
	Grade 5	108	100.0	19.4	57.4	16.7	6.5	23.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 621)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	4.3%	Up from 0.1%	3.0%	2.7%
Attendance rate	96.2%	Up from 94.2%	96.4%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.3%		3.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	1.3%		3.0%	3.5%
Eligible for gifted and talented	10.1%	Up from 9.5%	17.3%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.0%	Down from 5.4%	8.5%	8.2%
Older than usual for grade	1.3%	Down from 1.4%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.2%	0.0%	0.0%
Teachers (n= 41)				
Teachers with advanced degrees	53.7%	Down from 59.1%	53.1%	51.4%
Continuing contract teachers	90.2%	Down from 90.9%	90.9%	87.5%
Highly qualified teachers**	94.4%	N/A	95.3%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	89.9%	Up from 85.0%	89.3%	86.7%
Teacher attendance rate	94.5%	Up from 93.5%	95.2%	94.9%
Average teacher salary	\$40,733	Up 0.2%	\$40,931	\$40,760
Prof. development days/teacher	6.9 days	Down from 12.3 days	11.5 days	12.4 days
School				
Principal's years at school	25.0	Up from 23.0	5.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 18.3 to 1	19.9 to 1	18.9 to 1
Prime instructional time	89.9%	Up from 86.2%	90.3%	90.0%
Dollars spent per pupil*	\$4,683	Down 7.6%	\$5,673	\$6,044
Percent of expenditures for teacher salaries*	70.5%	Down from 73.0%	65.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.4%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Lewisville Elementary School has many possibilities for preparing our children for the jobs of the future. The economy of our area of Chester County has moved from agriculture and textiles to knowledge-based industries. Because of these economic factors, our school will play an important role in educating the children of our community for a changing workforce.

The School Development Program, a research-based school reform process, has permitted our school to transform and improve many of our programs. Its implementation has taken significant time, commitment, and energy over the past three years for building an inclusive community; developing the whole child; practicing no fault, collaboration and consensus; and making decisions in the best interest of our children. The "heart" of the process continues to be our School Improvement Plan. This plan guides our work as we demonstrate appropriate and responsible behaviors, utilize technology, and provide a positive school climate in which learning is fostered.

Our major emphasis has been to establish a positive school climate and to collaborate with our families and actively seek their involvement. Our families and community have been of special importance to our school. Through the efforts of the faculty, staff, families, and students, our school was recognized as a Red Carpet School by the State Department of Education for providing a friendly and welcoming environment. Family and parent involvement have included parent representation on the School Improvement Council, Parent Team, PTO, Reading Room Team, and School Planning and Management Team. These representatives have participated with school staff in the decision-making process. Many individual parent, family, and community members have been active in classrooms, workshops, and school events throughout the year. We had over 175 active volunteers. The majority of our families have directly supported their children by attending conferences, assisting with homework and teacher assignments, and promoting the importance of reading and writing. Over 111,000 books and stories were read this year!

With your continued support, we pledge to continue to develop our understanding and appreciation for all children; to create a safe, orderly, and supportive learning environment; and hold high expectations for academic achievement for all of our children.

Patricia M. Hensley
Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	37	97	76
Percent satisfied with learning environment	91.7%	93.8%	90.7%
Percent satisfied with social and physical environment	94.6%	90.6%	89.5%
Percent satisfied with home-school relations	83.3%	96.8%	76.3%

*Only students at the highest elementary school grade level at this school and their parents were included.